



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

39315 N. Cortona Drive, Queen Creek, AZ 85242

J O Combs Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 N/A
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Willa Ficarra
Schedule : 07:30 AM to 04:31 PM
Grades : Pre-K-6
Web Address :
Phone Number : (480) 882-3500
Fax Number : (480) 888-9143
E-mail : wficarra@jocombs.k12.az.us

Mission

The Jack W. Harmon staff and community value each student and what they mean to the future of our community and country. Therefore, each student will be provided a safe environment in which to acquire the knowledge and skills necessary to be a life-long learner and a responsible citizen in our ever-changing, global society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 N/A
2003-04 N/A

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will meet state standards in mathematics in the following strands: number sense, data analysis, patterns/algebra, geometry/measurement, and structure/logic.
- ü Students will meet state standards in reading in the following three areas: reading process, comprehending literary text, and comprehending informational text.
- ü Students will meet state standards in language arts with a focus on the writing process, application of skills, and self-reflection.
- ü Student will integrate technology, focusing on products that emphasize research and writing skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 791
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Technology Applications
- Ü Critical Thinking Skills
- Ü Band 5-6
- Ü Art Masterpiece
- Ü Full-Day Kindergarten
- Ü General Music/PC
- Ü On-site Special Education
- Ü Gifted Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Jack W. Harmon Elementary is committed to providing the following: a quality education for all students; regular communication to parents; positive, motivating classrooms with high expectations; a safe, orderly campus; and a strong partnership between home and school.

Parents

Parents are encouraged to be involved in their child's learning by: ensuring their child attends school regularly and on time; providing homework support; supporting school policies; and communicating regularly with the school and their child.

Transportation Policy

Students living within one square mile of Harmon walk to school. Students attending under open enrollment are transported by parents. Students living outside the square mile but within the school boundaries are bused to school. Students are expected to follow the Safe Transportation Behavior Rules provided in the Student Handbook.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü New School - No Data Available	

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	247	80010	100	100	99	450	444	447	8	8	10	19	22	18	56	54	53	17	15	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	118	38935	100	100	99	447	444	447	7	6	9	20	21	19	60	59	55	13	14	17
Male	58	128	40974	98	100	98	453	443	448	9	10	11	19	23	18	52	49	52	21	17	19
African American	10	13	4201	100	100	99	NA	437	430	NA	15	17	NA	8	23	NA	69	51	NA	8	9
Hispanic	32	66	34545	100	99	99	440	430	432	6	11	14	22	29	24	63	53	53	9	8	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	74	160	35142	100	100	99	456	451	465	8	7	5	19	18	11	51	56	56	22	19	28
Students with Disabilities	15	35	10161	94	100	93	415	410	419	47	31	28	27	31	28	7	29	36	20	9	8
Students without Disabilities	103	212	69849	100	100	100	455	449	451	2	4	7	18	21	17	63	58	56	17	17	19
Limited English Proficient Students	10	15	14013	100	100	97	NA	413	413	NA	20	24	NA	40	34	NA	40	39	NA	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	29	80	39029	94	96	98	448	444	432	3	5	14	17	23	25	69	56	52	10	16	9
Non-Economically Disadvantaged	89	167	40981	100	100	100	451	444	462	9	10	6	20	22	13	52	53	54	19	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	245	79438	100	100	98	456	449	451	6	9	9	23	24	24	61	59	56	10	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	118	38775	100	100	99	463	457	457	3	6	7	20	20	22	67	64	58	10	10	13
Male	58	126	40560	98	98	97	449	442	446	9	11	12	26	27	25	55	55	54	10	7	9
African American	10	13	4178	100	100	98	NA	433	439	NA	15	13	NA	38	29	NA	38	52	NA	8	6
Hispanic	32	65	34297	100	97	98	443	433	434	6	11	14	28	34	31	63	51	50	3	5	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	74	159	34887	100	100	98	464	458	471	5	7	4	19	18	15	62	65	63	14	10	18
Students with Disabilities	15	33	9588	94	100	88	415	406	416	33	33	30	33	36	32	27	27	34	7	3	5
Students without Disabilities	103	212	69850	100	100	100	462	455	456	2	5	7	21	22	23	66	64	59	11	9	12
Limited English Proficient Students	10	14	13856	100	93	96	NA	409	407	NA	29	27	NA	36	43	NA	36	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	29	78	38685	94	94	97	453	446	435	7	10	14	14	22	32	72	59	50	7	9	5
Non-Economically Disadvantaged	89	167	40753	100	100	99	457	451	467	6	8	5	26	25	16	57	59	62	11	8	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	247	79971	100	100	99	423	432	423	6	3	8	42	42	41	52	53	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	118	38974	100	100	99	439	447	437	3	2	5	32	31	33	63	64	57	2	3	4
Male	58	128	40895	98	100	98	407	418	410	9	5	10	52	52	47	40	43	41	NA	1	2
African American	NC	12	4203	NC	92	99	NC	399	411	NC	8	11	NC	58	45	NC	33	43	NC	NA	2
Hispanic	32	66	34481	100	99	99	432	431	410	NA	2	10	47	44	46	53	55	43	NA	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	75	161	35150	100	100	99	424	433	437	8	4	5	36	40	35	55	54	56	1	2	5
Students with Disabilities	16	36	10258	100	100	94	340	373	377	38	17	23	50	69	51	13	14	25	NA	NA	1
Students without Disabilities	102	211	69713	100	100	100	436	441	429	1	1	5	40	37	39	58	60	52	1	2	3
Limited English Proficient Students	10	15	13985	100	100	97	NA	396	382	NA	NA	18	NA	73	54	NA	27	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	30	81	38994	97	98	98	415	432	409	3	2	10	57	44	47	37	49	41	3	4	1
Non-Economically Disadvantaged	88	166	40977	100	100	100	426	431	437	7	4	5	36	40	34	57	55	56	NA	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	239	80147	100	100	99	471	471	482	10	8	11	21	22	17	56	59	49	13	12	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	120	39281	100	100	99	478	473	483	12	7	9	18	25	17	52	56	50	18	13	24
Male	70	118	40780	99	99	98	466	470	482	9	9	12	23	19	17	59	61	48	10	11	24
African American	NC	11	4249	NC	100	99	NC	474	464	NC	NA	17	NC	27	22	NC	73	48	NC	NA	13
Hispanic	25	64	33494	96	98	99	462	464	466	16	9	15	24	25	23	52	59	49	8	6	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	88	161	36122	100	100	99	476	475	501	8	7	5	17	19	10	59	58	50	16	15	35
Students with Disabilities	15	33	10295	88	94	92	423	438	443	40	27	33	40	36	26	20	36	33	NA	NA	8
Students without Disabilities	106	206	69852	100	100	100	477	476	488	6	5	7	18	19	16	61	62	51	15	14	26
Limited English Proficient Students	NC	16	12722	NC	89	97	NC	437	441	NC	13	27	NC	56	33	NC	31	37	NC	NA	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	35	82	38371	97	99	97	458	463	465	20	11	15	26	24	23	49	57	49	6	7	13
Non-Economically Disadvantaged	86	157	41776	100	100	100	476	476	498	6	6	6	19	20	11	59	59	49	16	14	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	236	79686	99	99	98	470	470	470	3	3	11	33	28	24	62	63	57	3	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	120	39163	100	100	99	475	471	475	4	4	9	24	27	22	66	63	60	6	6	10
Male	69	115	40438	97	97	97	466	470	465	1	3	13	39	30	25	58	63	54	1	4	7
African American	NC	11	4228	NC	100	98	NC	484	458	NC	NA	15	NC	27	28	NC	45	53	NC	27	4
Hispanic	25	63	33299	96	97	98	463	464	452	NA	5	17	48	38	32	52	54	47	NA	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	88	160	35914	100	100	98	474	472	489	3	3	5	26	24	15	66	68	67	5	4	14
Students with Disabilities	14	30	9808	82	86	87	426	434	432	14	13	35	71	63	32	14	23	30	NA	NA	3
Students without Disabilities	106	206	69878	100	100	100	475	475	475	1	2	8	27	23	23	68	69	61	4	6	9
Limited English Proficient Students	NC	15	12594	NC	83	96	NC	428	422	NC	20	34	NC	73	45	NC	7	21	NC	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	34	80	38095	94	96	97	464	467	452	3	5	17	44	34	32	53	55	48	NA	6	3
Non-Economically Disadvantaged	86	156	41591	100	100	99	472	472	486	2	3	6	28	26	16	65	67	65	5	4	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	241	80372	100	100	99	474	477	475	2	2	4	34	29	30	61	66	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	121	39452	100	100	99	492	490	488	4	2	3	20	20	22	71	74	72	6	4	3
Male	71	119	40836	100	100	98	462	464	464	1	3	6	45	39	37	54	57	56	NA	1	1
African American	NC	11	4264	NC	100	99	NC	478	465	NC	NA	5	NC	36	35	NC	64	59	NC	NA	1
Hispanic	27	66	33608	100	100	99	476	478	462	NA	2	6	33	27	36	67	70	57	NA	2	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	88	161	36213	100	100	99	475	477	489	3	3	2	34	29	22	59	65	72	3	3	3
Students with Disabilities	17	35	10526	100	100	94	420	433	427	12	9	15	53	49	53	35	43	31	NA	NA	1
Students without Disabilities	106	206	69846	100	100	100	482	484	482	1	1	3	31	26	26	65	70	69	3	3	2
Limited English Proficient Students	NC	18	12747	NC	100	97	NC	461	432	NC	NA	12	NC	39	52	NC	61	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	36	83	38521	100	100	98	459	469	461	3	1	6	47	37	38	50	60	55	NA	1	1
Non-Economically Disadvantaged	87	158	41851	100	100	100	481	482	489	2	3	3	29	25	22	66	69	72	3	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	237	79306	98	100	99	490	495	504	17	15	13	23	22	20	52	52	49	9	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	125	38845	98	99	99	500	502	505	15	11	11	18	20	20	53	54	50	15	14	18
Male	65	112	40383	98	100	98	480	486	504	18	19	14	28	24	19	51	49	47	3	8	19
African American	NC	11	4171	NC	100	98	NC	489	485	NC	9	20	NC	36	26	NC	55	44	NC	NA	10
Hispanic	33	56	32673	100	100	99	466	472	487	33	29	18	27	29	25	36	38	46	3	5	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	83	165	36234	98	99	99	498	502	523	11	11	6	20	19	13	59	57	52	10	13	28
Students with Disabilities	19	34	10286	90	94	91	444	441	462	47	50	41	32	32	27	21	18	27	NA	NA	5
Students without Disabilities	108	203	69020	100	100	100	498	503	510	11	9	9	21	20	18	57	58	52	10	13	21
Limited English Proficient Students	NC	12	10291	NC	100	96	NC	441	458	NC	58	38	NC	33	34	NC	8	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	50	88	37437	98	99	97	477	480	486	22	22	19	30	26	26	44	48	46	4	5	9
Non-Economically Disadvantaged	77	149	41869	99	100	100	498	503	521	13	11	7	18	19	14	57	54	51	12	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	234	79000	98	98	98	493	494	489	6	6	10	21	21	24	66	63	58	7	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	125	38774	98	99	99	500	502	494	6	4	7	15	16	22	69	66	61	10	14	10
Male	64	109	40150	97	97	98	485	485	485	6	8	12	27	28	25	63	59	55	5	6	8
African American	NC	11	4153	NC	100	98	NC	494	476	NC	9	13	NC	NA	30	NC	82	53	NC	9	4
Hispanic	33	56	32508	100	100	98	471	468	472	12	13	15	36	38	33	52	46	49	NA	4	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	82	162	36135	96	97	98	500	504	508	4	4	4	17	17	14	71	68	67	9	12	15
Students with Disabilities	18	31	9991	86	86	88	453	448	449	28	26	33	33	45	36	39	29	29	NA	NA	2
Students without Disabilities	108	203	69009	100	100	100	499	501	495	3	3	6	19	18	22	70	68	62	8	11	10
Limited English Proficient Students	NC	12	10199	NC	100	95	NC	429	439	NC	50	35	NC	42	47	NC	8	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	50	87	37234	98	98	97	484	485	472	10	10	15	26	26	33	58	56	50	6	7	3
Non-Economically Disadvantaged	76	147	41766	97	99	99	498	500	505	4	3	5	17	18	16	71	67	65	8	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	239	79611	100	100	99	497	500	496	8	6	7	33	33	37	59	61	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	126	39016	100	100	99	517	516	511	3	3	4	24	24	29	73	72	66	NA	1	1
Male	66	113	40519	100	100	98	478	482	482	12	10	10	42	42	44	45	48	46	NA	NA	0
African American	NC	11	4188	NC	100	98	NC	497	486	NC	NA	9	NC	36	40	NC	64	50	NC	NA	0
Hispanic	33	56	32855	100	100	99	487	480	481	6	9	10	36	36	43	58	55	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	85	167	36380	100	100	99	499	506	511	9	6	4	32	31	30	59	62	65	NA	1	1
Students with Disabilities	21	36	10664	100	100	94	424	445	440	33	22	23	48	47	54	19	31	22	NA	NA	1
Students without Disabilities	108	203	68947	100	100	100	510	509	504	3	3	4	31	30	34	67	66	61	NA	0	1
Limited English Proficient Students	NC	12	10362	NC	100	97	NC	452	438	NC	8	22	NC	67	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	50	88	37626	98	99	98	492	491	479	6	7	10	36	38	45	58	55	45	NA	1	0
Non-Economically Disadvantaged	79	151	41985	100	100	100	500	505	511	9	6	4	32	30	30	59	64	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	213	79327	100	100	98	521	515	518	16	16	19	13	18	20	53	53	46	19	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	85	38961	100	99	98	523	515	520	17	16	16	9	15	20	52	54	48	22	14	16
Male	41	128	40295	100	100	97	520	514	516	15	16	21	15	20	19	54	52	44	17	13	16
African American	NC	12	4247	NC	100	98	NC	486	499	NC	25	27	NC	25	24	NC	50	41	NC	NA	8
Hispanic	15	62	32327	94	98	98	501	502	499	33	26	27	20	23	25	27	42	41	20	10	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	41	133	36373	100	100	98	528	522	538	10	12	10	12	16	14	59	56	52	20	16	25
Students with Disabilities	NC	26	9321	NC	96	87	NC	476	467	NC	38	54	NC	35	22	NC	27	21	NC	NA	3
Students without Disabilities	59	187	70006	100	100	100	525	520	524	12	13	14	12	16	19	56	56	49	20	15	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	25	85	37097	96	99	97	510	504	498	24	21	27	12	21	25	52	52	41	12	6	7
Non-Economically Disadvantaged	39	128	42230	100	100	99	529	522	535	10	13	11	13	16	15	54	53	50	23	18	24

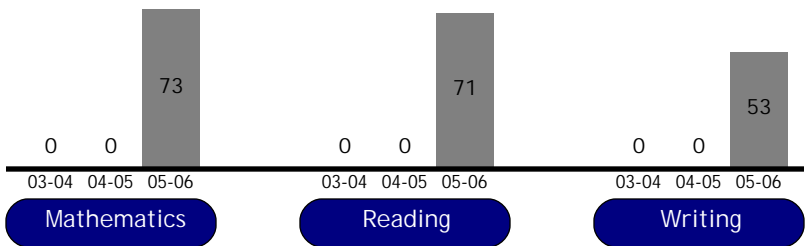
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	213	79501	100	100	98	502	501	497	5	5	10	22	24	25	72	69	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	85	39062	100	99	99	500	506	502	4	2	8	13	18	23	83	76	64	NA	4	5
Male	41	128	40368	100	100	98	504	498	491	5	7	13	27	28	27	66	64	57	2	1	3
African American	NC	12	4279	NC	100	99	NC	484	485	NC	NA	14	NC	42	30	NC	58	54	NC	NA	2
Hispanic	15	62	32389	94	98	98	478	486	478	7	10	16	53	35	34	40	55	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	41	133	36446	100	100	99	508	509	516	5	4	4	15	18	15	78	75	73	2	3	7
Students with Disabilities	NC	26	9411	NC	96	88	NC	458	453	NC	27	36	NC	42	36	NC	31	26	NC	NA	1
Students without Disabilities	59	187	70090	100	100	100	506	507	502	2	2	7	20	21	24	76	74	65	2	2	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	25	85	37183	96	99	97	492	493	479	4	6	16	32	32	34	64	61	49	NA	1	1
Non-Economically Disadvantaged	39	128	42318	100	100	99	509	507	513	5	5	5	15	19	17	77	74	70	3	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	213	80000	100	100	99	573	574	564	NA	1	3	6	9	11	88	80	75	6	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	86	39288	100	100	99	584	594	579	NA	NA	2	NA	2	6	96	85	77	4	13	16
Male	41	127	40644	100	99	98	566	560	549	NA	2	4	10	13	15	83	77	74	7	8	7
African American	NC	12	4307	NC	100	99	NC	572	551	NC	NA	4	NC	17	13	NC	67	75	NC	17	7
Hispanic	16	62	32672	100	98	99	560	566	548	NA	NA	4	6	13	14	94	79	76	NA	8	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	41	133	36602	100	100	99	576	577	579	NA	2	2	7	7	7	83	81	75	10	11	16
Students with Disabilities	NC	27	9919	NC	100	93	NC	499	505	NC	4	9	NC	48	35	NC	48	54	NC	NA	2
Students without Disabilities	59	186	70081	100	99	100	577	584	571	NA	1	2	2	3	7	92	85	79	7	11	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	26	85	37534	100	99	98	569	568	547	NA	NA	4	4	9	15	96	87	76	NA	4	5
Non-Economically Disadvantaged	39	128	42466	100	100	100	575	578	578	NA	2	2	8	9	7	82	76	75	10	14	16

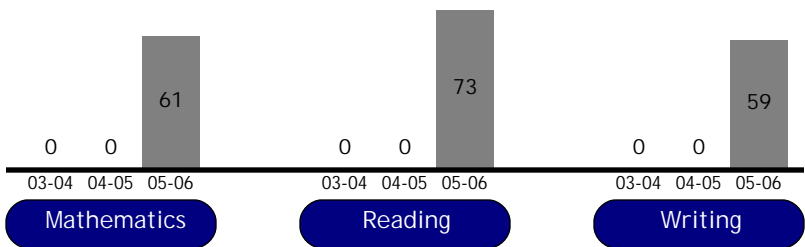
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	48	47	98	46	52	46
	Language	--	--	55	50	--	--	51	47	98	37	56	48
	Mathematics	--	--	62	64	--	--	54	50	98	48	56	52
3	Reading	--	--	NA	55	--	--	47	44	100	50	46	46
	Language	--	--	63	61	--	--	45	44	100	52	48	46
	Mathematics	--	--	54	61	--	--	44	51	100	52	50	52
4	Reading	--	--	NA	56	--	--	52	48	98	52	52	52
	Language	--	--	52	52	--	--	52	49	100	50	52	52
	Mathematics	--	--	52	61	--	--	54	53	98	54	56	58
5	Reading	--	--	NA	55	--	--	57	50	97	59	61	56
	Language	--	--	46	49	--	--	55	50	99	50	54	54
	Mathematics	--	--	60	63	--	--	51	49	98	43	44	52
6	Reading	--	--	NA	56	--	--	49	51	100	67	63	56
	Language	--	--	41	48	--	--	43	47	100	65	54	50
	Mathematics	--	--	54	66	--	--	50	52	100	65	59	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Review School Goals
2 Non-certified Employee(s)	Ü Establish goals for site improvement
3 Teacher(s)	Ü Plan school events
2 Parent(s)	Ü Evaluate instructional programs
1 Community Member(s)	Ü Address safety issues
1 Student(s)	Ü Promote parent/school partnerships

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	9	0	0
4 to 6 years	0	1	0	0
7 to 9 years	5	0	0	0
10 or more years	2	1	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site	
Special Facilities	
Ü 2 Technology Labs/Classroom Internet	Ü Media Center with Mini-Computer Lab
Ü Orchards lab with Internet Access	Ü Indoor/Outdoor Performance Centers
Extracurricular Activities	
Ü Student Council	Ü Baseball Team
Ü Learning Tutorial Groups	Ü Basketball Teams
Ü Chorus	Ü Intramural Teams
Ü Cheer Squad	Ü Accelerated Reader
Social Services	
Ü YMCA after-school program	Ü Breakfast Program
Ü Boys and Girls Club after-school program	Ü Counseling program
Ü Parent-Teacher-Student Organization	Ü Migrant food and clothing bank
Ü Dad's Club	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü New School - No Data Available

ü New School - No Data Available

ü New School - No Data Available

ü New School - No Data Available

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Harmon teachers developed and follow a Crisis Plan for any emergency situation. This plan includes staff training. Students experience monthly fire drills and campus lock downs each semester. Students walk in pairs and are instructed to follow safe procedures.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Willa Ficarra	(480) 882-3500
Transportation Policy	Joan Gengnagel	(480) 987-5309
Community Resources	Susan Kruse	(480) 987-5308
School Nutrition Programs	Michelle Swendseid	(480) 987-5312
Parent Organization	Shelly Hargis	(480) 882-3500
Student Health/Nurse	Keiko Beck	(480) 882-3503

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.